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ABSTRACT

This book presents 16 papers on programs and approaches that have been developed around the world to enhance learning and thinking skills for children and adults. Papers are divided among three main sections focussing respectively on issues and applications, specific applications to school content, and assessment and evaluation. Papers have the following titles and authors: "Some Observations on the Teaching of Thinking" (Raymond S. Nickerson); "The School as a Home for the Mind: A Climate for Thinking" (Arthur L. Costa); "Government Processes for Including Thinking Skills in the Curriculum" (Sandra Falconer Pace); "Enhancing Learning in the Context of School" (John B. Biggs); "Teaching Thinking to Preschoolers" (M. A. Price); "Teaching Cognitive Strategies in the Classroom: A Content-Based Instructional Model" (Kofi Marfo et al.); "Knowledge Maps as Tools for Thinking and Communication" (Selby H. Evans and Donald F. Dansereau); "Exploring the Teaching of Thinking Skills in History" (Robert S. Patterson and Sharon I. Jamieson); "Thinking Skills or Strategic Behavior and Arithmetic Word Problems: Research, Assessment, and Instruction" (Dan G. Bachor); "Modeling Reading as a Cognitive and Linguistic Skill" (Che Kan Leong); "Metalinguistics and Reading Ability" (Gabriel J. Mancini et al.); "Social Cognition and Social Competence: Instructional Issues" (Gabriel J. Mancini et al.); "Planning Competence and Managerial Excellence: A Research Framework" (Joya Sen and J. P. Das); "Assessing the Outcomes of Learning" (Thomas O. Maguire); "Evaluating Programs That Claim To Teach Thinking Skills: Critical Issues and Options" (Carmel French and Fred French); and "Enhancing Learning and Thinking: Some Questions" (Jac Andrews et al.). References accompany each chapter. (JB)